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ABSTRACT

This publication, which was funded under provisions of Title I of the Elementary and Secondary Education Act, is a handbook designed for use by parents and other members of school district advisory committees and target school parent advisory groups. It provides the information needed by parents to become active, effective committee members who will be able to work with school and school district personnel to advise them on planning, operating, and evaluating Title I programs. The main section of the handbook provides information about the two types of committees on which a parent might serve: it specifies the composition, role, and operation of each committee, as well as the types of training which might be most helpful to the parent. Definitions of some of the terms which are commonly used in references to, or discussions of Title I projects, and asummary of the most important requirements for Title I programs are in the appendixes. Included also are sample bylaws to serve as guides in setting up or reorganizing committees, and selected references. (Author/JM)

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Handbook for California School District Advisory Committees

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Handbook for California School District Advisory Committees

Elementary and Secondary Education
Act of 1965, Title I

Prepared for the
Division of Compensatory Education

by

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Foreword

Federal and state guidelines for Elementary and Secondary Education Act, Title I, programs require that community parent advisory groups be established in schools and school districts to help plan and operate compensatory education projects.

School-community relations are not one-way streets. Too often school officials think in terms of the need to transmit information to parents to improve the parents' understanding of school activities. There is an equal need for a structure whereby school officials can improve their understanding of the poverty area community they are serving and the perceptions of parents as to the educational needs of their children. The advisory committees and other parent involvement activities are based on the recognition that educators cannot hope to improve the classroom performance of children from low-income backgrounds without involving their parents in the process.

I am confident that this publication will help parents as they get involved in that process of helping their children get a better education.

Wilson Riles

Superintendent of Public Instruction

Preface

California has led the nation in requiring that parents be involved in planning and operating Elementary and Secondary Education Act, Title I, programs. The advisory committees are excellent vehicles for increasing communication and understanding between parents and other members of a community and the school officials.

This handbook is designed for use by parents and other members of school district advisory committees and target school parent advisory groups. It provides the information needed by parents to become active, effective committee members who will be able to work with school and school district personnel to advise them on planning, operating, and evaluating Title I programs.

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An Introduction to ESEA, Title I
Advisory Committees

This booklet is presented to help you understand the purpose and program of the Elementary and Secondary Education Act (ESEA), Title I, and to inform you about your role on the Title I advisory committee. Your understanding and help are needed to have a successful Title I program in your school district or your school.

In 1965 Congress passed the Elementary and Secondary Education Act. ESEA represents the largest financial commitment to education ever made by the federal government. It provides funds for five different areas of educational endeavor. Each area is designated or identified by a title. Other titles have been added since 1965. By far the largest amount of money is available under Title I for compensatory education. Title I funds provide special programs and assistance for economically disadvantaged children who have educational problems. The final goal of Title I is to provide disadvantaged children with the opportunity to succeed in school to the maximum extent of their potential.

The use of community and parent advisory committees for Title I programs was pioneered in California, based on a philosophy that parents should have a voice in the programs developed for their children in school. A partnership of community and school can result in educational programs which will meet the needs of the children being served and will be understood by both the parents and the children.

Over the past few years, Title I requirements and policies for advisory committees have been continually improved and strengthened. In 1970 Congress amended Title I, making the establishment of advisory committees a requirement for all Title I projects. The structure of advisory committees must be such that the parents of children in the program have a majority voice on the committees.

Increasingly, parents have become aware of their role, and school districts are learning how to work with parents in an educational partnership. The results of the partnership support the idea that when all those who have a role in shaping the education of children – parents, community, and school – cooperate, the beneficiaries will be the children.

Title I programs must have two types of parent advisory committees – one at the school level and one at the school district level.

The material on the next few pages provides information about the two types of committees on which you might serve – the target school parent advisory group or the school district advisory committee. You will find out about the composition, role, and operation of each committee, as well as the types of training which might be most helpful to you.

Definitions of some of the terms which are commonly used in references to or discussions of Title I projects and a summary of the most important requirements for Title I programs are in the appendixes. The sample bylaws that is included should be helpful when you set up or reorganize your committee. Selected references are also included if you need additional information.

This publication should make it possible for you, as you serve on an advisory committee, to assist the staff from your school or school district to plan, operate, and evaluate a Title I program which will provide educational benefits to the children in your schools.

Composition of Advisory Committees

You, as a parent, could be a member of either the target school parent advisory group or the school district advisory committee or both of them. This section informs you about the composition of each of the two committees.

Membership of the Target School Parent Advisory Group

The target school parent advisory group is made up of *parents* of the children who are in a Title I program at the school and one person from the school staff. The parents who compose the group are selected by the parents who have children in the Title I program in that school.

The representative of the school on the committee is appointed by the school district. He should be the principal or someone else who works with the Title I program.

The school district decides how many members will serve on the advisory group. The number of members is based on the size of the school, the number of children in the Title I program, and the duties and functions of the advisory group.

Membership of the School District Advisory Committee

Over half of the members of the school district advisory committee (at least 51 percent) shall be *parents* of children who are in a Title I program, including parents of children who are in Title I programs in nonpublic schools. If there is a Title I preschool program in the district, parents of the children enrolled in that program should also be part of the committee.

Parents who serve on the school district advisory committee shall be members of a target school parent advisory group and shall be nominated by that group for committee membership. They shall not be employees of the school district.

The school district will determine how many parents are to be nominated by each target school advisory group. The rest of the members of the school district advisory committee represent the groups and organizations that follow:

- *School district.* Representatives may be administrators, teachers, aides, or others.
- *Agencies other than public schools.* Representatives may be from private and parochial schools, preschool programs, or other nonpublic school agencies involved in the education of disadvantaged children.
- *Community organizations.* Representatives may be from community action agencies and from business, labor, parent-teacher, ethnic, and religious organizations.
- *Other agencies.* Representatives should be from agencies that provide health and welfare services to disadvantaged children or their families.

All groups and organizations nominate their members for appointment by the governing board of the school district. The persons who are nominated officially become members of the school district advisory committee when the governing board appoints them.

Review of Advisory Committee Membership

The membership of both committees – school district advisory committee and target school parent advisory group – should be reviewed every year by the school district to ensure that the composition of each committee still meets state requirements.

Role of Advisory Committees

As a member of one of the advisory committees, you will want to know what its role is. This section provides that information for you.

First of all, it is important for you to know that you are serving on an "advisory committee." This means that you advise the school district or the school concerning the program, but the final decisions about what will be done have to be made by the school district.

The advisory role of the target school parent advisory group may be more specifically defined as follows:

- It works with the school staff to identify the special educational needs of the children participating in the school's Title I program.
- It recommends to the school staff and to the school district advisory committee programs to meet the identified needs.
- It also makes recommendations about activities which may improve the Title I or other compensatory education programs.
- It helps the school staff to evaluate those programs.
- It may make plans to promote parent participation in those programs.

The advisory role of the school district advisory committee can be defined as follows:

- It assists and advises the school district in planning, developing, and putting into practice the Title I project(s).
- It helps to draw on other community resources in an effort to find solutions to the problems of educationally disadvantaged children.
- It studies the needs of the children to be served by Title I programs. The committee then recommends to the district the needs for which programs should be developed. The committee may also recommend programs to remedy those needs.

- It studies the evaluations of past Title I programs and knows how the present program will be evaluated.
- It assists with all efforts involved in providing information about the project.
- The committee chairman signs the project application and all future project amendments assuring the State Department of Education that the committee had a part in planning the Title I program.
- The committee listens to any person or group who may want to change the district's Title I program.

Operation of Advisory Committees

It will be important for you, as a member of an advisory committee, to know how it should operate. Some of the most important information on the operation of the committees follows.

Advisory Committee Officers

Each advisory committee shall select a chairman who is not an employee of the school district. The group can decide what other officers are needed so the committee can operate well. Other officers the committee may want to select are vice-chairman, secretary, and corresponding secretary.

The officers should be elected by the committee members. The recommended term of office is one year. A school district employee who is responsible for Title I programs should serve as a resource person to the committees.

Advisory Committee Meetings

Each committee will probably meet once a month. It would be desirable to set a definite date for meetings, such as the first Monday of every month. This will help members remember meetings, and they can prepare their calendars in advance.

Members should receive notices of meetings well in advance. A reminder shortly before the meeting might be helpful. The Title I staff members at the school district can assist the officers of the committee with the task of notifying committee members. At times, such as when the program is being developed, it may be necessary to meet more frequently than once a month. At such times the chairman can call special meetings.

An agenda should be planned before each meeting. An agenda is a prepared list of items to be discussed at a meeting. This is produced most effectively by the chairman, working with the Title I

representative from the school district or the school. The agenda for each meeting may include items from each of the sources that follow:

- *The school district.* Material presented from the school district might include information about the Title I program; new rules, guidelines, or directives from the State Department of Education or the U.S. Office of Education; plans for the school district Title I program; and so forth.
- *Committee members.* The agenda should allow committee members to express their concerns, to ask for information, or to make suggestions for the program.
- *Other parents and/or members of the community.* It is important that other parents and members of the community have an opportunity to express their interests or inquiries to the committee. Persons who are not on the committee may either ask committee members to communicate their interests or questions to the committee or may attend a meeting themselves.

The meeting should not consist just of presentations from the school or school district representative. The committee should meet in an atmosphere that allows open expression and a flow of information from and to all interested persons.

Advisory Committee Activities

The section on the role of the advisory committee described the advisory responsibilities of the committee. Most meetings should be devoted to fulfilling those advisory responsibilities. However, the activities of advisory committees need not be limited to committee meetings. A number of other activities could be important to committee members. A list of some of those activities follows:

- Visiting classrooms in which pupils are participating in the Title I program
- Visiting other schools or school districts to observe what is being done in the Title I programs there
- Attending conferences which relate to Title I and/or parent and community participation in the Title I program
- Structuring neighborhood meetings or block meetings with Title I parents to allow the parents to express their views and concerns which may later be discussed at the regular committee meetings

- Attending meetings of the governing board of the school district

In other words, advisory committee members should engage in a wide variety of activities, providing a strong background in school district and school program operations, local Title I program operations, and other compensatory education program developments. Such a background will help the committee become most effective in working with the school district and the school to develop and maintain a Title I program which will be of maximum help to the children. The committees may also want to hold some training sessions for committee members.

Training of Advisory Committee Members

As a member of an advisory committee for a very complicated program serving children in your neighborhood, you will want to obtain much information and to develop many skills. You will probably want to learn as much as possible about Title I, about how to work effectively on the committee, and about how to be part of a group that is working toward accomplishing common goals. The school district may use Title I money to provide training for you. Some suggestions as to what the school district and you can do to develop an effective training program are included in this section.

Some of the best training is accomplished if the people who will benefit from the program are involved in planning the training program. The committee should discuss and reach agreement on what the members want to gain from the training program.

Areas to Include in Training Programs

Some of the areas about which the committee may need information or explanation follow:

- The regulations and requirements governing Title I programs, as described in the *Guidelines: Compensatory Education* (1971 Revision), published by the California State Department of Education
- The objectives, budget, and evaluation plans for the project
- The availability of funds from sources other than Title I which can be used to strengthen the compensatory education program
- The methods that can be used to determine the needs of children to be served by compensatory education programs
- The techniques that can be used effectively to develop positive working relationships, communication, and cooperation between school personnel and the community

- Ways in which the committee members can work together as a team to reach the goals of the committee
- Means by which the committee can establish and maintain open communication with as many people as possible in an effort to truly represent the community

School district personnel can help the committee develop its own list of items to include in the training program. School district personnel involved with the Title I program can help the committee decide the best way to conduct the training program. The committee probably will not want to spend very much time listening to speeches. The training program will be more profitable personally if committee members are able to participate in activities related to what they are learning. Activities that can be used to make a training program both beneficial and interesting include discussions, field trips, and interaction with one another in a drama in which various committee members portray the part of a principal, an aide, a parent, or a community action director.

One of the first things the committee may want to do is to obtain some training that will help it establish and maintain good relationships among committee members, between the committee and the district, and in the community in general. The school district may be able to provide someone whose skill and training can be used to help committee members learn how to interact with one another and with persons from the school district and in the community.

Even before a training program begins, committee members need to work on developing some feeling of group relations. Interaction among committee members can begin at the first meeting of the committee. Each member should introduce himself and tell something about his family, his life, why he is on the committee, and what he would like the committee to accomplish. Such sharing among committee members can result in good discussion and interaction as a group.

Ways to Get Training

As committee members get to know one another and function as a group, they can work together in various ways to obtain the knowledge and background needed to fulfill the role expected of advisory committees. Some suggested ways in which the committee members can work together follow:

- The sections of the *Guidelines: Compensatory Education* (1971 Revision), published by the California State Department of Education can be divided among the committee members. Each member studies his section in preparation to lead a discussion on it. The Title I project director is a good resource person to help the committee members understand and discuss the guidelines. Discussion of each of the guidelines' sections should help all of the committee members become familiar with Title I.
- Some members of the committee might visit other Title I programs. They can share the information they obtain by observing other programs at committee meetings following their visits.
- Various committee members may want to talk to some children who are in the local Title I program. By talking with the children, the members may learn about the children's needs or how effective the program is for them and report what they have learned to other members at the next committee meeting.

Training is a continuing process. It should continue as long as the committee exists. As new members join the committee, the committee should help provide necessary information. All committee members need the training and information necessary to help them work well together as a group and help the school district and school plan and operate programs that will most effectively help the children.

Suggestions for the Advisory Committee Chairman

Someday, perhaps, you will be elected chairman of your committee. This is a very important task, and probably, you will want additional preparation.

The main responsibilities of the chairman follow:

- Preside over each meeting of the committee.
- Plan the agenda with the Title I administrator and others assigned to agenda preparation.
- Prepare a report each year for the governing board of the school district of the activities of the committee.
- Signify on the Title I project application that the committee has been involved in the planning of the program.
- Encourage members to participate in meetings and activities of the committee.

Probably the main training needed by the chairman will be in the area of how to lead a group. A group leader has to acquire some skills, particularly if the group is an active, interacting one. The leader needs to learn how to draw out the silent members, how to handle the members who want to dominate the group, and how to keep members interacting as a group. The skills of group leadership can be learned most effectively through interaction with those who possess such skills.

Appendix A
Glossary of Terms

Achievement level is the point a child has reached in the learning process and is generally measured by the grade level the child has reached or the tasks he can do.

Compensatory education provides special classes to make up for educational problems caused by economic, cultural, or social disadvantage. A compensatory education program helps a child reach his greatest potential.

A comprehensive compensatory education program combines what can be offered under ESEA, Title I, with other compensatory education programs funded by the federal or state government.

A cooperative project is a single Title I project in which more than one school district participates. Any district that receives less than $25,000 to operate a Title I project is required to cooperate with another district or districts to participate in a Title I project.

An educationally disadvantaged child is one who has the ability to succeed in school but is not doing so because of other circumstances, such as poverty or lack of opportunity for healthy social development.

Eligible participating children (project participants) are those children who may get Title I help because they are from low-income families and are also educationally disadvantaged.

A local education agency (LEA) is the school district or county superintendent of schools office that gets federal money and uses it to operate a program.

Parent participation is a term used to refer to the various ways in which parents help with the education of their children. This could

be at home, at school, or on an advisory committee. (See page 15 of the *Guidelines: Compensatory Education* [1971 Revision], published by the California State Department of Education for a list of suggested activities in which parents may participate.)

A target school is a school in which many children from low-income families are enrolled and which is eligible for Title I funds.

A Title I project provides special activities to help educationally disadvantaged children overcome their economic, cultural, or social handicaps.

Appendix B
Title I Requirements

The information in this section is based on the *Guidelines: Compensatory Education* (1971 Revision), published by the California State Department of Education. The material that follows is a summary of those parts of the guidelines which might be most important to committee members in their advisory roles while the project is being planned. For more specific information, committee members may wish to look at a copy of the guidelines.

All of the steps that follow are necessary to plan a Title I project:

1. Identify Title I target areas. The areas in which most of the low-income families live are the target areas.
2. Involve the nonpublic schools. Nonpublic school officials are to be informed that a Title I program is being developed and invited to participate in the planning.
3. Select target schools. Schools will be arranged in order of priority on the basis of the number of disadvantaged children in the schools. All eligible children enrolled in the school of first priority shall be served before the eligible children enrolled in the school of next priority shall be served.
4. Select project participants. The school district selects the most educationally disadvantaged children to participate in the Title I project. Selection is made on the basis of tests and established criteria, conferences with concerned individuals, and the availability of funds.
5. Establish the school district advisory committee. Advisory committees are established in accordance with the information given in the body of this publication.
6. Select staff members. Staff members are selected with consideration that they are from the community, have a proper feeling for children, and are dedicated to helping

disadvantaged children. In addition, teachers on the staff should have a record of successful teaching experience.

7. Develop the project. Objectives must be stated, student needs must be identified, and the program must be developed to consist of six parts.
8. Develop evaluation procedures. The project evaluation shall determine whether each child in the program has made progress in overcoming his educational handicaps.
9. Provide for reports and distribution of information. The school district must distribute information about its project to parents, advisory committees, school personnel, and the State Department of Education.
10. Comply with the integration policy. Every project application must include a statement as to the effect the project will have on segregation in the district.

School districts must provide funds for the same general services in Title I schools as they do in all other schools. All Title I programs must be in addition to the regular programs.

As stated previously, every Title I program must have six parts called components. The first two components are instructional in nature, and the other four components are developed to support the first two components which are instructional. A brief description of each of the six components follows:

1. Language development. Activities that help children overcome special reading problems must be part of the Title I program. Children should achieve at least one month of gain for every month of participation in a Title I program.
2. Mathematics. Special instruction must be given to help children in the area of mathematics. Children should achieve at least one month of gain for every month of participation in a Title I project.
3. Auxiliary services. Extra activities, such as counseling, guidance, attendance, nutritional, or health services, may be needed to help children succeed in the instructional components.
4. Intergroup relations. Activities that provide opportunities for and harmony among children from different racial, cultural, social, and economic backgrounds must be part of the Title I program.
5. Parent involvement and participation. There should be opportunities for parents to help their children succeed in the

Title I program. Parents may participate more directly in the program by serving as aides, tutors, or advisory committee members.

6. Staff development. Training to develop the staff members' skills, attitudes, and understanding of the children, parents, and communities must be a part of each Title I program.

Appendix C

A Sample Bylaws for Advisory Committees

ARTICLE I
Name of Committee

The name of this committee shall be the Compensatory Education Advisory Committee.

ARTICLE II
Objectives

The objective of the Compensatory Education Advisory Committee shall be to assist the school district to bring about the cooperation and coordination of community resources which may be of value to the schools in the operation of the compensatory education programs. In achieving this purpose, the Advisory Committee shall provide advice and assistance in:

1. Developing programs in cooperation with existing community action programs in their locality
2. Mobilizing and coordinating all community resources in a concerted attack on the problems of educationally disadvantaged children
3. Planning, developing, implementing, and evaluating the compensatory education programs and disseminating information relative to the objectives of the programs
4. Acting as a hearing board for any individual or group that may want to propose additions to or changes in the school district's proposed compensatory education programs

This section of the bylaws shall in no way be construed as giving the Compensatory Education Advisory Committee or the local community action agency a veto over Title I or over any other compensatory education programs. The committee shall be an advising, coordinating, and evaluating agency in order to further the purpose of education and the specific purpose of these bylaws. The Advisory Committee shall have no power to enter into contracts of

any nature or to spend public funds. In the absence of his written consent, no committee member shall be required to provide any sum of money, property, or service, other than services described herein, to the Advisory Committee. The Advisory Committee shall have no power to bind any member or the school districts to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The Advisory Committee shall have no powers beyond those expressly set forth herein.

ARTICLE III
Members

Section 1. Composition of Advisory Committee

The needs and resources of the school districts require that membership be obtained from a broad range of interested persons and that there be a maximum effort to involve the residents and parents of children who will participate in the compensatory education programs. In order to satisfy this requirement, the minimum standards for representation on the Advisory Committee shall be as follows:

1. Of the total membership on the Advisory Committee, no less than 50 percent shall be residents of the project areas in which the school district's program will be concentrated. In selecting the project area representatives, preference shall be given to parents of the educationally disadvantaged children.
2. The remaining membership on the Advisory Committee shall include membership from the school district's staff and the designee from the local community action agency, if one exists. It shall also include representatives from nonpublic school agencies responsible for the education of disadvantaged children in the project area, such as private and parochial schools, settlement houses or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic, or religious groups and from other public agencies of health and welfare that provide services to the disadvantaged children.

All committee members shall enjoy full rights and obligations of membership.

Section 2. Selection of Members

Members shall be officially appointed by the governing board of the school district, based upon the committees' nominations. The members should demonstrate interest and concern for the welfare of young people to be served by the compensatory education programs. Each appointment shall be effective and each committee member shall serve upon the filing of his written acceptance with the school district.

Section 3. Term of Office

All members of the committee shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents and residents and one-half, or the nearest approximation thereof, of the members representing organizations shall serve for a one-year term only during the first year of committee existence. After the first year of committee existence, all terms shall be two years in length. At the first regular meeting of the committee, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be reappointed to a new term.

Section 4. Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Advisory Committee. Proxy voting and absentee ballots shall not be permitted.

Section 5. Termination of Membership

A member shall no longer hold membership should he cease to be a resident of the area to be served or otherwise terminate his relationship with the group or organization which he was selected to represent. Membership should automatically terminate as to any member who is absent from all regular and special meetings for a period of three consecutive months. The committee, by affirmative vote of two-thirds of all of the members of the committee, may suspend or expel a member.

Section 6. Transfer of Membership

Membership in the Advisory Committee is not transferable or assignable.

Section 7. Alternates

A committee member may send an alternate. An alternate shall have no voting power, and the presence of an alternate shall not relieve a member from the effect of Section 5 of this Article.

Section 8. Resignation

Any member may resign by filing a written resignation with the school district.

Section 9. Vacancy

Any vacancy on the committee shall be filled for the remainder of the unexpired term through appointment by the school district.

ARTICLE IV
Officers

Section 1. Officers

The officers of the Advisory Committee shall be a chairman, vice-chairman, secretary, and such other officers as the committee may deem desirable.

Section 2. Election and Term of Office

The officers of the Advisory Committee shall be elected annually and shall serve for one year and until each successor has been elected and qualified.

Section 3. Removal

Any officer elected or appointed by the Advisory Committee may be removed by a two-thirds vote of all members sitting on the Advisory Committee whenever, in the judgment of the committee, the best interests of the committee would be served thereby.

Section 4. Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by the committee for the unexpired portion of the term.

Section 5. Chairman

The chairman shall preside at all meetings of the Advisory Committee, and may sign all letters, reports, and other communications of the Advisory Committee. In addition, he shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Advisory Committee from time to time. It is preferred that the chairman be a parent representative, and under no conditions should the chairman be a school district employee.

Section 6. Vice-Chairman

The duties of the vice-chairman shall be to represent the chairman in assigned duties and to substitute for the chairman during his absence, and he shall perform such other duties as from time to time may be assigned to him by the chairman or by the Advisory Committee.

Section 7. Secretary

The secretary shall cause to be kept the minutes of the meetings, both regular and special, of the Advisory Committee and shall promptly transmit to each of the members, to the school district, and to such other persons as the committee may deem, true and correct copies of the minutes of such meetings; see that all notices

are duly given in accordance with the provisions of these bylaws; be custodian of the committee's records; keep a register of the address and telephone number of each member of the committee which shall be furnished to the secretary by such member; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairman or by the Advisory Committee.

ARTICLE V
Committees

Section 1. Standing and Special Committees

The Advisory Committee may from time to time establish and abolish such standing or special committees as it may desire. Each member of every standing or special committee shall be a member of the Advisory Committee. No standing or special committee may exercise the authority of the Advisory Committee.

Section 2. Membership

Unless otherwise determined by the Advisory Committee in its decision to establish a committee, the chairman of the Advisory Committee shall appoint members to the various committees.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4. Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Advisory Committee.

Section 5. Quorum

Unless otherwise provided in the decision of the Advisory Committee designating a committee, a majority of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6. Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI
Meetings of Advisory Committee

Section 1. Regular Meetings

The Advisory Committee shall meet regularly once each month.

Section 2. Special Meetings

Special meetings may be called by the chairman or by majority vote of the Advisory Committee.

Section 3. Place of Meetings

The Advisory Committee shall hold its regular monthly meetings and its special meetings in a facility provided by the school district.

Section 4. Notice of Meetings

Regular meetings must be noticed. Any change in the established date, time, or location must be given special notice. All special meetings shall be noticed. Any required notice shall be in writing, shall state the day, hour, and location of the meeting, and shall be delivered either personally or by mail to each member not less than five days or more than three weeks before the date of such meeting.

Section 5. Decisions of Advisory Committee

All decisions of the Advisory Committee shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6. Quorum

The presence of a majority of the members representing parents and the presence of a majority of members representing the organizations and agencies designated in these bylaws, shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Committee. No decision of the Advisory Committee shall be valid unless a majority of the members of the Advisory Committee then appointed and holding office concur therein by their votes.

Section 7. Conduct of Meetings

All regular and special meetings of the Advisory Committee shall be conducted in accordance with Robert's *Rules of Order* or in accordance with an appropriate adaptation thereof.

Section 8. Meetings Open to School Representatives

All regular and special meetings of the Advisory Committee and of its standing or special committees shall be open at all times to representatives from the school district.

ARTICLE VII
Amendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Advisory Committee and with the help of the legal staff of the _____ School District, provided that the amendment is to further carry out the objectives of the Advisory Committee as herein expressed. Any amendments must conform with the state of California *Guidelines: Compensatory Education* (1971 Revision), published by the California State Department of Education.

In witness whereof, the Superintendent of Schools of the _____ _____ School District has caused these bylaws to be duly executed on the _____ day of _____, 19__.

Signed _____
District Superintendent

Appendix D
Selected References

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Meeting Parents Halfway: A Guide for Schools. OE-20164 Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1970.

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Title I – ESEA: A Review and a Forward Look – 1969. (Fourth Annual Report). Washington, D.C.: National Advisory Council on the Education of Disadvantaged Children, 1969.

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